

## MEADOWFIELD ELEMENTARY

525 Galway Ln.  
Columbia, South Carolina 29209

**GRADES** K-5 Elementary School

**ENROLLMENT** 634 Students

**PRINCIPAL** Paula Henderson 803-783-5549

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	20	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

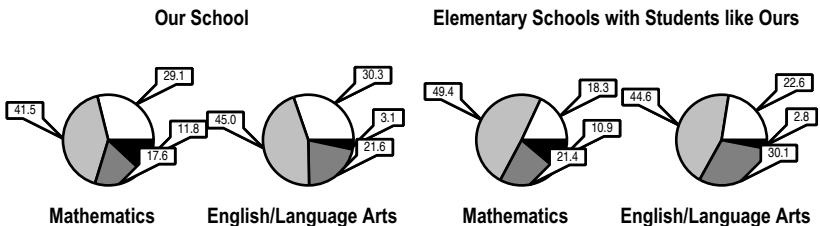
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




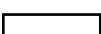
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	47	111	89
Percent satisfied with learning environment	100.0%	79.1%	82.4%
Percent satisfied with social and physical environment	100.0%	80.9%	78.4%
Percent satisfied with home-school relations	89.4%	85.6%	79.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	353	99.7	30.3	45.0	21.6	3.1	24.7	17.6
Gender								
Male	189	99.5	32.0	45.0	21.9	1.2	23.1	17.6
Female	164	100.0	27.5	45.6	21.5	5.4	26.8	17.6
Racial/Ethnic Group								
White	108	100.0	15.5	40.8	35.9	7.8	43.7	17.6
African-American	233	99.6	38.5	46.8	14.6	N/A	14.6	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	272	100.0	25.6	45.7	25.2	3.5	28.7	17.6
Disabled	81	98.8	50.0	41.9	6.5	1.6	8.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	353	99.7	28.9	45.5	22.4	3.2	25.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	353	99.7	28.9	45.5	22.4	3.2	25.6	17.6
Socio-Economic Status								
Subsidized meals	179	99.4	39.4	52.1	8.5	N/A	8.5	17.6
Full-pay meals	174	100.0	19.9	39.8	34.3	6.0	40.4	17.6

Mathematics								
All students	353	100.0	29.1	41.5	17.6	11.8	29.4	15.5
Gender								
Male	189	100.0	29.2	42.7	17.5	10.5	28.1	15.5
Female	164	100.0	28.0	40.7	18.0	13.3	31.3	15.5
Racial/Ethnic Group								
White	108	100.0	6.8	32.0	33.0	28.2	61.2	15.5
African-American	233	100.0	39.9	47.1	10.6	2.4	13.0	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	272	100.0	21.9	43.5	20.8	13.8	34.6	15.5
Disabled	81	100.0	58.7	33.3	4.8	3.2	7.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	353	100.0	27.7	41.8	18.3	12.2	30.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	353	100.0	27.7	41.8	18.3	12.2	30.5	15.5
Socio-Economic Status								
Subsidized meals	179	100.0	45.5	45.5	7.6	1.4	9.0	15.5
Full-pay meals	174	100.0	12.0	38.6	27.7	21.7	49.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	88	N/A	27.3	36.4	31.8	4.5	36.4
	Grade 4	114	N/A	27.2	39.5	28.9	4.4	33.3
	Grade 5	102	N/A	22.5	37.3	37.3	2.9	40.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	27.1	37.5	31.3	4.2	35.4
	Grade 4	112	99.1	26.7	48.5	20.8	4.0	24.8
	Grade 5	133	100.0	35.8	48.0	14.6	1.6	16.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	88	N/A	31.8	38.6	14.8	14.8	29.5
	Grade 4	114	N/A	35.1	35.1	9.6	20.2	29.8
	Grade 5	102	N/A	26.5	32.4	15.7	25.5	41.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	37.5	38.5	15.6	8.3	24.0
	Grade 4	112	100.0	25.2	39.8	19.4	15.5	35.0
	Grade 5	133	100.0	25.8	45.2	17.7	11.3	29.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 634)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Down from 2.0%	3.0%	2.4%
Attendance rate	96.1%	Down from 96.9%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.8%	Down from 23.1%	16.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.6%	Up from 10.9%	9.0%	8.0%
Older than usual for grade	0.3%	No change	0.9%	1.1%
Suspended or expelled	0.8%	Down from 1.1%	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	52.1%	Down from 54.3%	49.0%	50.0%
Continuing contract teachers	83.3%	Up from 76.1%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.7%	Down from 80.4%	87.9%	86.2%
Teacher attendance rate	95.8%	Down from 96.2%	95.2%	95.3%
Average teacher salary	\$40,747	Up 1.3%	\$39,790	\$39,909
Prof. development days/teacher	7.1 days	Down from 7.8 days	11.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	19.9 to 1	Up from 18.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	91.1%	Down from 92.3%	89.8%	89.7%
Dollars spent per pupil*	\$5,328	Down 4.9%	\$5,837	\$5,892
Percent spent on teacher salaries*	76.1%	Up from 74.5%	65.1%	66.6%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-2003 school year, Meadowfield Elementary School's staff worked in conjunction with the school community to complete a five-year Southern Association of Colleges and Schools (SACS) review of educational effectiveness. A visiting team reviewed the ensuing School Improvement Report in March, 2003. Our five-year goals are to increase student achievement on state assessments, to apply technology in instructional settings, to develop a partnership among school/home/community, and to help students demonstrate the character traits necessary to become responsible citizens.

Our staff continued to grow professionally. We were proud to have seven national board certified teachers on our staff. Five additional teachers completed the process this year and are awaiting recognition. We continued to participate in USC's Professional Development School network, the third and final year of the South Carolina Reading Initiative, and the Institute for Learning.

Teachers were trained in Fred Jones classroom management techniques, along with many reading and math workshops. Great strides were made in the area of technology, with all teachers completing technology portfolios in the spring.

Our school's focus was on instruction. The Junior League of Columbia continued to support Smart Matters Preschool Club activities with financial and volunteer assistance. Lunch Buddies from the Dorn VA Medical Center met twice a month with third grade partners. Additional support came from Fort Jackson's Soldier Support Battalion. We had active PTO, SIC, and parent volunteer assistance. The PTO honored a volunteer of the month each month of the school year. A French mural was painted in the cafeteria, extending the French language theme throughout the school. An outdoor learning habitat environment was created in the courtyard areas. Prior to spring testing, staff members provided a ten-week tutoring program culminating with an authors' tea, Math Mountain competitions, and an awards ceremony. Many students received recognition through the Richland One Visual Literacy Festival, art shows, athletic opportunities, honor rolls, and the school and regional science fairs. Students were recognized as Terrific Kids as part of the Building Better Mustangs program. Media Center staff honored summer readers and those meeting Accelerated Reader goals. Students were afforded the opportunity to participate as Student Council officers, Friendly Helpers, Mustang Morning News participants and camera crew, recess patrols, and chorus members. We were proud to offer a safe, friendly learning environment to our 650 students.

Submitted by Bernadette Scott, Meadowfield Elementary School Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.